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General Paper On Teaching & Research Aptitude

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Teaching Aptitude

1. TEACHING

1.1 Concept

In Education, **Teaching** is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person.

It is an instruction or delivering a particular skill or subject which is pre-planned behaviors informed by learning principles and child development theory which directs and guides instruction to ensure desired student outcomes. It is a complex, multifaceted activity, often requiring us as instructors multiple tasks and goals simultaneously and flexibly.

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically (educationally) acceptable.

Teaching involves a teacher, a learner, content in the form of knowledge, facts, information and skill to be communicated a thoughtful purpose on the part of the learners to learn and finally a method that respects the learners' cognitive integrity and freedom of choice.

Having a consistent value of teaching is always important for a good education system. Therefore, the curriculum can always be found in both eastern and western education system. However, with different interpretations towards the term "curriculum", attitudes and values towards a pedagogical approach may vary, which in turn affects how students learn in schools.

There are two fundamentally different ways of understanding **teaching.**

- Teaching as an ***instructor-centered activity*** in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: **teaching** as knowledge transmission.
- Teaching as a ***learner-centered activity*** in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: **teaching** as assisted knowledge creation.

Definition

- **According Oxford dictionary** "Impart of knowledge or skill, give instruction or lessons, instill and inspire with".
- **According EPsiten (1981)** “What all the great teachers appear to have in common is a love of their subject, an objective satisfaction in arousing this love in their students and an ability to convince them that what they are being taught is deadly serious.”
- **Gage defined** “Teaching as a process of relationship which should be dealt with cooperation.”
- **According to “Brubacher”** “In teaching children plays the central role and the teacher optimal.”
- **According to Smith (1947)** “Considered teaching as a tri-polar process involving (i) agent or sources of producing learning which may be human or material (ii) a goal or target to be achieved (iii) the intervening variables consisting of learning or teaching situation, involving human or physical conditions and instructional methods.”

- **According to Amidon (1967)** "Considered /teaching as a process of interaction between teacher and the taught as a cooperative enterprise as a two – way traffic."

According to Some **definition** Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

Difference between Training, Coaching, Teaching and Mentoring

Training, coaching, Teaching and Mentoring are similar words, these are used for learning process in different ways.

- **Training :** Training is a technique frequently used in organizations or Institution to build a person's skills, knowledge and attitudes in order to meet the accepted standards by a specific industry. Training helps a person master a specific skill in a direct (or "hands on") interaction, use Training.
- **Coaching :** Coaching is usually **task** and **performance** based. It helps the students or learner to learn more efficiently depending upon ability.. It is used, private instruction or coaching in a particular subject or skill.
- **Teaching :** It is means provides formal education for students typically in educational institutes like school, university, college, etc. increase capability in a general suite of skills through direct interactions with Teaching.
- **Mentoring :** The role of the mentor is to build **capability**. The developmental mentor helps the learner discover their own **wisdom** by encouraging them to work towards career goals or develop self-reliance. Great mentors fill in blind spots, clarify motivations, and remove mental obstacles to success over longer-term interactions.

Difference between According to Table

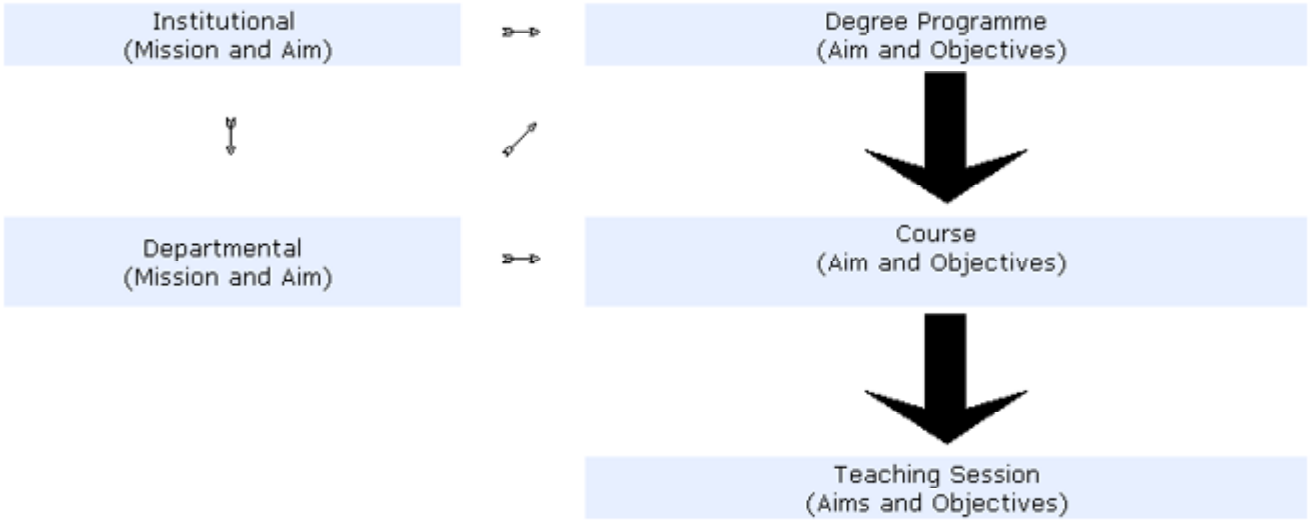
1.2 Nature and Characteristics of Teaching

- Provide Guidance and training
- Interaction between teacher and students.
- Teaching is an art to give knowledge to student with effective way.
- Teaching is a science to educate fact and causes of different topic of different subjects.
- Encourage students to learn more and more.
- Provide Formal as well as informal education.

- Communication of information and knowledge to students. In teaching, teacher imparts information in Interesting way so that can easily understand the information.
- Teaching is a tool to help students to adjust him in society and the environment.

1.3 Objectives of Teaching

Before Decide Teaching Objective Institutional have Aims and Mission



The Teacher has following objectives in Teaching Session.

(i) **Development ability of Critical and Logical Thinking :** Develop the ability of critical and logical thinking to process

- Identify the problems;
- Analyze the problems;
- Select relevant facts, principles etc.
- Establish relationships;
- Advance arguments in support of or against an issue;
- Draw inferences and conclusions;
- Verify the inferences

(ii) **Development of Knowledge :** The student acquires knowledge of various terms, concepts, events, ideas, problem personalities and principles related to the study.

- Recollection facts, events, years and terms etc.
- Recognize facts, events, concepts, years etc.
- Read information presented in different forms.
- Show information on maps, charts, diagrams etc.

(iii) **Development of Understanding :** Develop an understanding of terms, facts, events, years, principles etc. related to the study.

- Classify facts, events, terms, concepts etc.
- Compare and contrast the events, trends, concepts etc.
- Discriminate between the significant and the silly matters,
- illustrated events, principles by citing examples,
- Identify relationship between causes and effects etc.
- Detect errors in the statement and rectify,
- Arrange facts, etc. in a particular known order, and
- Interpret the maps, charts, etc. from the source of history.

(iv) Development of Attitudes : Students develop favorable attitudes with

- Show respect towards other peoples, ways of life, ideas etc.,
- Know about other religions and faiths;
- Establish friendship with other peoples;
- Practice the noble religions and their principles;
- Cooperate with others in social and historical activities;
- Appreciate cultural differences; and
- Believe in equality of man irrespective of caste, class, creed, color and religion.

(v) Create Interests in The Study : Developed Interests in the study of students with activities relating to

- Participate in historical drama and historical occasions;
- Visit places of historical interests, archaeological sites, museums and archives;
- Read historical documents, maps, charts etc.
- Play active roles in the activities of the historical organizations and associations
- Write articles on related topics.
- Teach Case Study and Presentation of related topic.

(vi) Develop Practical Skill : Students develop practical skills with Draw historical maps, charts, diagrams, Prepare models, tools, etc. which helpful in the study and understanding of historical events.

(vii) Development of Adjustment : The manner of teaching should be such that it makes the pupils feel at home in his classroom. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large

(viii) Achievement of Values : Moral, Cultural and Spiritual value of students are developed by best teaching methodology. Which express emphatically point out that, "certain basic values as respect for others, responsibility, solidarity, creativity and integrity must be fostered in students".

Emphasis should be given in educating good qualities like cooperation, good will, forgiveness, tolerance, honesty, patience, etc. in order to encourage universal brother-hood and to prepare students worthy citizens of the country.

(ix) Make Friendly Environment : One of the primary objectives of teaching is to make the Friendly environment of the place of teaching which is helpful to remain focused on the teaching.

1.4 Phases of Teaching

Based on the procedure mentioned above, we can divide teaching into three sequential steps corresponding to the stages of teaching. These phases of teaching are namely

- Pre active phase of teaching (Planning Stage),
- interactive phase of teaching (Implementation Stage).,
- and the post-active phase of teaching (Evaluation Stage).

(A) Pre-Active Phase

As mentioned in the previous paragraph, teaching has to be done only after a careful planning so as to perform the task smoothly and successfully. This particular stage involves two major steps, namely,

(a) Establishment of Objectives or Goals : In planning a lesson, the very first step should be framing of objectives related to the topic that has to be taught. With reference to a

period of instruction, the specific instructional objectives are to be written in behavioral terms.

(b) **Deciding ways to achieve these objectives:** As the teacher has already identified the specific objectives to be achieved with reference to the topic to be dealt with, the next move is to decide how these specific objectives are to be achieved. This should be done keeping in mind the topic or content to be taught, as this is content specific. All topics cannot be dealt with in a uniform manner. Planning is done for deciding the following

Aspects :

(i) Learning experiences to be given

(ii) Teaching approach to be followed

(iii) What maxims/principles can be followed ?

(iv) Teaching aids to be used

(v) Time taken to teach the particular topic

(vi) Management of the classroom

(vii) Tools to be used for evaluation

(B) Interactive Phase

Having planned the teaching in the first phase, in this second phase, the teacher executes the plan. This is nothing but the actual teaching. For the successful implementation and achievement of the objectives framed in the first phase, the teaching should proceed in an interactive manner. Both students and teachers are involved in this process. This improves the quality of teaching. The activities that take place in this phase can be listed as follows :

(i) Perception

(ii) Diagnosis

(iii) Reaction process

Let us now see what these exactly mean.

(i) Perception : The aspect of perception relates both to the teacher as well as the students. As for the teacher, he/she has to perceive the classroom atmosphere, pre-planning, abilities in interacting with the particular group. The students on their part have to perceive these aspects of the ability of the teacher, personality characteristics and behaviour of the teacher from the point of view of a desirable interaction between them and the teacher.

(ii) Diagnosis : It is the teacher's concern to diagnose the abilities of the pupils, their academic background, their intelligence, their interests and aptitude. This can be done by questioning or by accessing their performance by providing opportunities to do so. The students access their own abilities, interests, aptitude and behaviour performance of their responses through verbal or non-verbal interaction.

(iii) Reaction Process : Classroom teaching involves continuous action-reaction between teacher and pupils. The action of the teacher decides the reaction of the pupils. For this to be performed successfully so as to result in realisation of the specific objectives, the teacher has to give the proper stimuli, reinforcement and feedback. The teacher should also adopt strategies to suit the needs of the pupils and the specific objectives to be realized.

When the teacher does this, a proper reaction can be expected from the pupils in response to the stimuli and teaching techniques used by the teacher.

Thus, the interaction phase of teaching involves the effective interaction between teachers and pupils in an appropriate classroom atmosphere, wherein, the teacher provides suitable activities for the students.

(C) Post-Active Phase

As mentioned earlier, this phase deals with the evaluation activities.

First and foremost, it attempts to measure the desirable change in behaviour in the pupils, resulting in the realisation of the specific instructional objectives. Now let us see what the ways of testing this achievement. The following are the general devices adopted- Tests, Quiz, Oral Questions, Structured or Unstructured situations and Behavioural Situation. The devices are to be selected appropriately so that they project the extent of improve.

1.5 Level of Teaching

Teaching and learning are inter-related, inter-linked and interdependent. Teaching affects learning directly and indirectly both. During teaching an interaction takes place between an experienced person (teacher) and an inexperienced person (student). Here the main aim is to bring change in the behavior of the student. The teaching learning process in the formal, Non Formal and Informal situations may be probed with a view to specially ascertain the various levels of teaching and learning .

(A) Memory (Thoughtless teaching)

(B) Understanding (Thoughtful teaching)

(C) Reflective (Upper thoughtful level)

Most of classroom situations provide example of either memory or understanding or both levels of teaching. The reflective level of teaching is conspicuous by its pure absence. Only one level teaching is selected at a time. When one level of teaching completes and the teacher receives feedback from the students by the process of evaluation only then he proceeds to the next level.

(A) Memory (Thoughtless Teaching)

In this level emphasis is laid down on the presentation of the facts and information and its cramming. In Memory level presentation, drills and exercise play a very important role in promoting learning. The presentation of Information and facts in a highly systematic manner with a view to develop of memory Student memorize the essential content of the subject manner and reproduce them.

Herbart is the exponent of memory level of teaching.

Steps in Memory

(a) Focus

Emphasis on cramming of facts and development of the following capacities

1. Training of mental aspects
2. Providing knowledge of facts
3. Retaining the learn facts
4. Recalling the learn facts

(b) Syntax (Herbatian steps)

1. Preparation : Question asked to test the previous knowledge
2. Statement of Aims : To acquaint the name of topic
3. Presentation : Stimulating the mental activity, the learner are provided with opportunities for self-learning
4. Association : Mutual relationship is established among facts, event, etc. by comparison
5. Generalization : Principle and laws are formulated for the future life situations
6. Application : New learnt knowledge is used in New situations

(c) Social System

1. Learner (students)
2. Teacher

(d) Support System

1. Oral
2. Written
3. Essay type examination

(e) Interaction : The Interaction between the teacher and the student is at lowest level.

(f) Superficial Knowledge : Even if the learner fails to develop a commendable command over the subject learner may still be able to reproduce facts and figure.

(g) Great strain on the learner : Such type of learning puts a great strain on the mind of the learner and hinders the proper development of learning with regret to a particular subject.

(B) Understanding (Thoughtful teaching)

Understanding levels means to grasp the Idea of or to comprehend something. In Understanding level of teaching teacher stress to make understand to make understand the learners the generalizations, principle and facts.

Characteristics of Understanding Level

- It is highly thoughtful and useful.
- A student can attain this level only after going through memory level and understanding level.
- Teaching at the reflective level enables the students to solve the real problems of life.
- At this level, the student is made to face a real problematic situation. The student by understanding the situation and using his critical abilities succeeds in solving the problem.
- At this level emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level.
- The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops in their talents and capabilities.
- The role of the students is quite active.
- Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.

Model of understanding level of teaching

(a) Focus : Mastery of Content

(b) Syntax : Morrison has divided understanding level of teaching into five steps

1. Exploration : Testing previous knowledge, analyzing the content
2. Presentation : content is presented, diagnosis and recapitulation till the students and understands
3. Assimilation : Generalization, individuals activities working in laboratory, and library test of content
4. Organization : learners are provided with the occasions for representation
5. Recitation : learner present the content orally

(c) Social system : Teacher control behaviour of the learner. Learner and teacher remain active in assimilation. Learner works with full involvement.

(d) Support System : Learner pass in presentation to enter into assimilation, to enter into organization and recitation, at the end written test is taken. Similarly recitation is followed by oral test and essay type question asked.

(C) Reflective (Upper thoughtful level)

It includes both understanding level and memory level of teaching. Reflective level teaching is a kind of problem centered teaching. Two essential features of teaching at reflective level are

1. Problem raising
2. Problem solving

The teacher creates such a problem before the learner which creates so much tension in the learner that the start solving their problems by formulating and testing is as result of their motivation and activeness.

Classroom Implication at the reflective learning

1. Atmosphere is free frank and the mutual enquiry.
2. Resembles the method of scientific enquiry.
3. It is advisable to permit student to make student.
4. The atmosphere of the classroom should be permissive and not restrictive.
5. The teacher should promote open minded which helps in building suitable class environment for reflective teaching.
6. The teacher should encourage voluntary participation by students, as this is good class climate for reflective teaching.
7. Democratic leadership should be provided by teacher promoting reflective level of teaching.

1.6 Basic Requirements of Teaching

i. Teacher
ii. Learner (Students)
iii. Subject (Topic)
iv. Environment
v. Infrastructure
vi. Teacher and student relationship
vii. Student Discipline

i. The Teacher : The Teacher is transfer of knowledge and Information for students. He is the creator and Innovator of knowledge and information. Teacher is participating in the decision making that help to deal with the problems that affect students learning. In the classroom teacher set environment negatively or positively which are responsible for the social behavior in the classroom.

ii. The Learner (Students) : As the teacher's role is now a facilitator (or should be), the student's role is to take given information or instructions and coordinate that task for himself or group members, and begin the task. The teacher formulates a classroom management plan to facility the development of an effective learning environment while students also have an obligation in the development of a quality learning environment.

iii. The Subject (Topic) : The subject is the part of teaching and learning process. The Subject should be interested or likely for students so that students can also contribute in the process of learning. Teacher to prepare necessary charts, maps, tables and model that pertain to the decided topic. Teacher E-learning methodology and scientific aids also be made available by the teacher to make the teaching more interesting and untestable.

iv. The Environment : The students growth and development are the main objective of teaching which is a possible beater suitable environment for the teaching-learning process. Creating a positive learning environment in the classroom will allow students to feel comfortable, safe and engaged-something that all students deserve. In a classroom where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participate in class.

v. Infrastructure : For good teaching and create good environment, infrastructure is one of the most basic elements necessary to ensure access to education. Infrastructure includes

suitable spaces to learn. School classrooms are the most common place in which structured learning takes place with groups of children. While learning also takes place in a variety of different types of spaces-tents, temporary shelters, plastic sheeting, the shade of trees, places of worship, people's homes, and so on-families and communities expect formal education to take place in classrooms that have been designed for safety and comfort.

vi. **Teacher Student Relationship :** Strong teacher student relationships shape the way children think and act in school. When a teacher has a good relationship with students, they likely feel positive about the class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it.

vii. **Students Discipline :** Student Discipline is support of good teaching environment in the classroom. It supports the learning, well-being and safety of all students for coordination between teacher and students.

Approach of Teaching (Way of Teaching Style)

1. **Autocratic Teaching :** The authoritative Teaching style means that the teacher makes all the decisions about the organization of the group and the activities performed in the group. Teacher does not share with the students the overall plan of activities, nor the criteria for assessing individual or group performances. Teacher evolution supposes keeping outside the group's concrete activities and exercising a strict control.

   Autocratic styles of teaching is traditional styles of teaching. **These are teacher centered or content centered.** Here teacher is more active and learners are passive listeners. No emphasis is given on learners' ability, capabilities, interest and personality.

2. **Democratic Approach :** Democracy is regarded as a 'way of life' interrelated with the perceptions and assumptions, common experiences of individuals and it is about living together. For democratic teaching to succeed in schools it must be conceptualized and practiced as a dialogue between students and the teacher.

   The democratic Teacher does not participate either too much in the activities. Nevertheless Teacher avoids to make decisions alone, and invites the group to participate in setting the organization manner. The students are offered the opportunity to choose every time, their advice is sought regarding the task fulfillment. **It is based on Student centered**.

3. **Laissez Fair Approach :** Group members or Students have complete freedom in making decisions. Teacher procures the materials needed for the activity but it is up to Students how they will be used. Problems related to planning activities for distributing tasks are the responsibility of the Student and not of the Teacher. He is not participating in the group and provide information or expressing opinions if requested. Communication in the group is predominantly horizontal. The activity is marked, not infrequently, the elements of confusion or misunderstanding.

4. **Participative Approach :** Teaching requires a choice of **varied teaching methods adapted to the audience, to learning objectives and to content**. These include flipped classrooms, case studies, problem solving, mini-projects, short-term tasks, formal presentations, debates, panel discussions, tutorials, practical work sessions, workshops, role-play, multimedia sessions, simulations, study visits, blended learning, etc. The more **interactive and participatory** the method, the greater the audience's concentration and the easier skills are acquired. This approach offers a teaching system combining theory and practice, primarily **based on practice and learning** (practical work, tutorials, case studies, problem and project-based learning, short-term missions, simulations, etc.) enabling real-life work or simulated role-play.

5. **Dynamic Approach :** The concept of dynamic teaching is inspired by one fundamental observation: The best way to learn is to get actively involved in the activities. Learning should not be passive. We will see how dynamic teaching can be set up quite simply.

   Dynamic Approach is learning characterized by constant change, activity, and progress. This is where learning lives, grows, connects, and extends beyond the boundaries of the class day, beyond the physical location, beyond using tools as digital substitutes, and even beyond due dates; supporting critical thinking, communication, collaboration, and creativity skills.

6. **Static Approach :** Static learning is learning that is lacking in movement, action, or change, especially in a way that is not engaging-where learning happens in short bursts and is often demonstrated in one-and-done activities, short-term assignments, or worksheets (even digital worksheets), that are confined within the traditional bounds of the school system, school day, and the school walls.

2. LEARNER'S CHARACTERISTICS

As teachers we tend to think that teaching is all about teachers and our role; in fact the most important aspects of the educational process are the students and what they learn.' This leads us to consider what we mean by 'learning'. As you read the educational literature and, more specifically, educational psychology, you find many differences in Theories and definitions.

Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The concept of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners.

A number of students will require support to meet the objectives of the prescribed curriculum. This support may be in the form of changes in teaching strategies, approaches or materials and may require the support of resource and/or special education teachers.

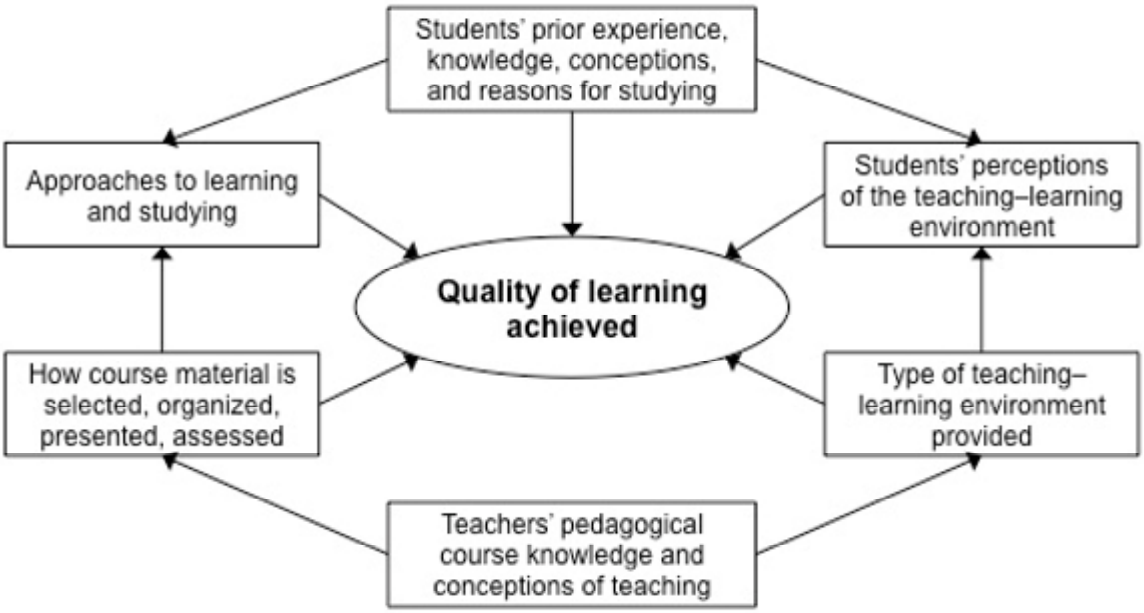
A student-centered approach which actively engages in the learning process. Some of the learning strategies that could be incorporated in a comprehensive approach include self-directed learning, co-operative learning, role playing, behavioral rehearsal, peer education and parent involvement. Consideration should be given to allowing students to plan some learning experiences. They could be provided with opportunities to identify topics or areas for further study, contribute information relevant to an issue for study and/or make suggestions for follow-up activities.

The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn.

- **Personal characteristics** often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning.
- **Academic characteristics** are more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level.
- **Social/emotional characteristics** relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are grouped structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, etc.
- **Cognitive characteristics** relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain.

With respect to learner characteristics, there are often large differences between the characteristics of different learners and groups of learners such as children, students, professionals, adults, older people and disabled persons.

These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities. The differences within the learner characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process.


Students' prior experience, knowledge, conceptions, and reasons for studying
Approaches to learning and studying
Students' perceptions of the teaching–learning environment
Quality of learning achieved
How course material is selected, organized, presented, assessed
Type of teaching–learning environment provided
Teachers' pedagogical course knowledge and conceptions of teaching

2.1 Conception of Learning

Conception of learning means beginning of learning. Conception of learning is an umbrella term that refers to one's values, attitude, beliefs and intention towards learning.

Conception of learning and conception of teaching are interrelated beliefs and values which is generally known as 'conception of learning'. There is also keen interest in understanding how the students' conception of learning affects their studying and ultimately their quality of students' learning.

Conception of learning, like the conception of teaching, affects an array of students' learning behavior, which includes, motivation to study, approach to study, perception of workload and how they understanding what constitutes knowledge and knowing. And all of these relate to the quality of learning.

Types of Conception of Learning

(a) Quantitative Conception of Learning

- Learning is gathering and remembering bits of information in accumulative manner.
- Learning therefore is marked by a countable number of facts and items remembered.
- Contents to be learnt are isolated and unrelated items.
- Process of learning is seen as the transmission of knowledge from authority to oneself.

If a student who endorses a quantitative conception of learning, they will get memorization, learning and memorizing materials taught by teaching

(b) Qualitative Conception of Learning

- Learning is about meaning making of new information encountered, understanding of self and ways of interpreting the world
- Learning is therefore viewed as a developmental process
- Contents to be learnt are complex and inter-related, and may have the potential to relate to one-self
- Learning is the process of constructing meaning by students themselves with the facilitation of teachers.

If a student endorses a qualitative conception of learning, it is likely that he or she will actively make sense of those newly taught materials and relate to their existing knowledge.

2.2 Types of Learning

All human beings use a number of types of learning. These vary according to the context and subject matter to be learned.

Signal Learning : the individual learns to make a precise response to a signal. It is also called as S- R learning.

Stimulus-response learning: the learner acquires a precise response to the discriminated stimulus. What is learned is a connection, or in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

Chaining: what's acquired is a chain of two or more, such learning has also been described by physical or verbal response.

Verbal association: verbal association is the learning of chain that is verbal. Basically, the conditions resemble those for other (motor) chain. However, the presence of language in the human begins makes this special type of chaining because internal links may be selected from the individual's previously learned repertoire of language.

Multiple discriminations: the individual learns to make a number of different stimuli, which may resemble each other in physical appearance to greater or lesser degree. It includes the facts which can be distinguished easily.

Principle Learning: It includes the list of concepts. It has essentially the concept learning as a pre-condition of this learning.

Concept learning: the learner acquires the ability to make a common response to a class of stimuli, even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects of events.

2.3 Learning Theories

Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning, cognitive, emotional and environmental Internal and External Factors Influencing Learners' Success as well as prior knowledge, all play a part in how understanding or world view is acquired or changed, and knowledge and skills retained.

(i) Behaviorism

This theory considers learning as a matter of conditioning and adapting to the environment. The most important aspect of this theory is that the learner is viewed as a passive agent, because there is no interest in mental processes and the learner just responds to external stimuli.

(ii) Cognitivist

"In contrast to behaviorism cognitive psychology is concerned with the way in which the human mind thinks and learns. Therefore, Cognitive psychologists are interested in the mental processes that are involved in learning".

(iii) Constructivism

"Constructivism is a psychological and philosophical perspective contending that individuals from a construct much of what they learn and understand". Constructivism is basically a theory - based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on that experience.

(a) Cognitive Constructivism

Refer to the idea that knowledge is acquired from the previous knowledge not from the exposure to the external world. Thus, knowledge develops through the cognitive action.

Piaget's theory of cognitive development is relevant to this perspective; he is interested in the way people know things from the infancy to adulthood. Therefore, his theory is more concerned with the process of learning."

It suggests that we come to know things as direct result of our personal experience, but that we make sense of those experiences at different stage of our lives".

(b) Social Constructivism

Refer to the idea that knowledge is derived from the interaction between individuals and their environment. Construction is not related only the external world nor to working of the mind, but "knowledge reflects the outcomes of mental contradiction that result from one's Internal and External Factors.

(iv) Humanism

The humanist focus is the learner himself. They give much importance and consideration to his emotional and effective development as well as his cognitive process.

This new theory appeared in the 1980 and its proponents were against the passive conformity of the schools. They were for encouraging teachers to push and advocate students to state their own learning objectives, to choose the texts and activities which call for their interests.

(v) High order Thinking

In **Bloom's Taxonomy**, the skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order, requiring different learning and teaching methods, than the learning of facts and concepts. Higher-order thinking, known as higher order thinking skills (HOTS), is a concept of education reform based on learning.

It involves the learning of complex judgmental skills such as critical thinking and problem solving.

(vi) Conditioned Reflexes

An Introduction to Classical and Operant Conditioning in Psychology. Conditioning behavioral psychology is a theory that the reaction ("response") to an object or event ("stimulus") by a person or animal can be modified by 'learning', or conditioning. It is the high order of learning.

A Russian physiologist named **Ivan Pavlov** (1849-1936) Create Conditioned relaxes theory. It was one of the first and true scientific and objective approaches to the study of learning, mainly because it provided a model that could be verified, tested and explored in several ways, using the methodology developed for. It is an automatic response which has been trained or learnt. A reflex response is a naturally occurring response to a stimulus, for example salivation is the natural response to the stimulus of food, while the knee jerk is the natural response to a tap below the knee.

Pavlov had identified a fundamental associative learning process called classical conditioning. Classical conditioning refers to learning that occurs when a neutral stimulus (e.g., a tone) becomes associated with a stimulus (e.g., food) that naturally produces a behavior. After the association is learned, the previously neutral stimulus is sufficient to produce the behavior.

2.4 Learning Strategies

Strategies are specific behaviors or thought processes that students use to enhance their own learning. The word strategy comes from ancient Greek word strategia which means steps or action taken for the purpose of wining the war. The war like for meaning strategia has fortunately fallen away,

but the control and goal directness remain in the modern version of the word. A strategy is useful to fulfill the conditions to "make learning easier, faster, more, enjoyable, more self- situations"

"Learning strategies are techniques, principles, or rules that will facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and setting".

Learning strategies are defined as" specific actions, behaviors, steps or techniques such as seeking out conversation patterns, or giving oneself encouragement to tackle a difficult language task used by students to enhance their learning".

Students are not always aware of the power of consciously using learning strategies for making learning quicker and more effective. Skilled teachers help their students to develop an awareness of learning strategies and enable them to use a wide range of appropriate strategies.

Some learning Strategies use to students for motivation, self-development, learning easily etc.

(i) Meta-Cognitive Strategies

These strategies enable the learner to direct his learning through preparing the lesson before studying it, concentrating with the teacher during the explanation, and then revising it at home, sets four categories :

- planning for learning,
- thinking about learning and how to make it effective,
- self- monitoring during learning, and
- evaluating of how successful learning has been after working on language in some way.

Internal and External Factors Influencing Learners' Success.

(ii) Cognitive Strategies

These strategies enable the learner to use his mental abilities in order to deal with tasks using different ways, and stock the knowledge. They involve six categories:

- **Clarification :** it is to test whether the rule or the concept used by the student is correct or not.
- **Hypotheses :** it is the way learners make hypotheses about the form or the meaning of language and how it works.
- **Deductive Reasoning :** it is used by the learners in order to look for the general rules or language and understand it.
- **Practice :** it is the way that learners use in order to stock and retrieve the language, for example: rehearsal and imitation.
- **Memorization :** it is linked to the storage and retrieval of the language elements, like: arranging information for storage.
- **Monitoring :** it is the learner remarks of his mistakes and the way he receives information in order to test his own abilities and practices.

(iii) Communication Strategies

These strategies are useful when the learner faces a difficulty during conversation and he uses gestures or represents in order to maintain it. They enable the learners to develop their communication skills.

(iv) Socio-Effective Strategies

These strategies provide learners with opportunities to practice the target language, such as: talking with native speakers, watching TV programs in that language, working with group on tasks.

2.5 Adolescent learner

Adolescent learners' characteristics comprise the various attributes that shape the way individuals make meaning of their world. These attributes include specific skills, such as **hypothetical-deductive reasoning and metacognition,** which are tied to an individual's stage of cognitive development.

During this stage of life Adult adolescents experience more growth than any other time in their life except for infancy. Families and educators see the physical changes and they hear much about the emotional and social dilemmas of puberty; however, many people are not as knowledgeable about the intellectual changes occurring during early adolescence.

They also include individuals' subjective views of the learning enterprise, for instance, their levels of motivation and mastery goals. All of these attributes are shaped in important ways by the social environment in which the learning experience occurs.

Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes, and support and capitalize on these characteristics.

Using findings from the brain research, one strategy teachers can use to hold the attention of young adolescents is to design lessons that include a full range of sensory motor experiences, including music, smell, touch, and emotion.

This list of generalizations appears in John H. Lounsbury's "Understanding and Appreciating the Wonder Years" (National Middle School Association, 2000).

- Early adolescence is a distinctive developmental stage of life.
- The general public has limited understanding of these 10- to 15-year olds.
- The accelerated physical and personal development that occurs during this period is the greatest in the human life cycle and is marked by great variance in both the timing and rate of growth.
- These are the years during which each individual forms his/her adult personality, basic values, and attitudes.
- Adolescents reach physical maturity at an earlier age than their grandparents and they acquire apparent sophistication earlier than in previous generations.
- They seek autonomy and independence.
- They are by nature explorers, curious and adventuresome.
- They have intellectual capacities seldom tapped by traditional schooling.
- They learn best through interaction and activity rather than by listening.
- They seek interaction with adults and opportunities to engage in activities that have
- Inherent value.
- Their physical and social development become priorities.
- They are sensitive, vulnerable, and emotional.
- They are open to influence by the significant others in their lives.
- A significant portion of today's teenage population is alienated from society

Adolescent learners' have characteristics followed

- **Academic Characteristics** having more education and/or learning related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level.
- **Social/emotional characteristics** relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood etc.
- **Cognitive characteristics** relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain.

2.6 Adult Learning

The field of adult learning encompasses changes in how adults learn compared to how they learned when they were younger, their memory, intelligence, and cognition in context and amid life experience

Adults bring life experience and knowledge to the learning environment. This experience and knowledge includes work-related, family, and community events and circumstances. Adults learn best when they can relate new knowledge and information with previously learned knowledge, information, and experiences. They have self-pride and desire respect. They need their experience, beliefs, knowledge, questions, and ideas acknowledged as important.

Adults want practical, goal-oriented, and problem-centered learning that can immediately help them deal with life's challenges. They have preferences for the way in which they learn. Some prefer learning by doing **(kinesthetic)**, others prefer learning by observing **(visual)**, while still others prefer learning by listening **(auditory)**.

Adults are motivated to learn by a wide variety of factors. These are the most common: personal aspirations, externally imposed expectations, internal desire or interest, escape from a situation (boredom or fear), growth and advancement, and service to others.

Adults are characterized by maturity, **self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open minded and receptive to change.** All these traits affect their motivation, as well as their ability to learn. So let's see the adult learners' cognitive and social characteristics, and what instructional designers need to know in order to create the right course content and structure, and adjust their attitude.

Characteristics

1. Academic Characteristics

This type of **learning** enables individuals to become skilled at knowledge that is educational, scholastic and theoretical. In the dominant system **academic learning** has underlined the tangible characteristics and values of individuality and competition. It has not enabled students to become aware of social issues, nor has it favored the development of a commitment to social justice, social rights, democracy and peace. Its main concern has been the development of specific, instrumental and technical skills. However, given the current economic, social, political and cultural reality, the **academic** system seems to need a change in order to meet a more inclusive, fairer and more communal society.

Andragogy is the study of how adults learn and is a theory developed by Malcolm Knowles based on a variety of research centered on adult development, needs, and learning styles. Below is a description of Knowles' five underlying assumptions, along with specific applications of these five components expanded upon by other researchers and theorists.

In 1980, **Knowles** made 4 **assumptions** about the **characteristics of** adult learners **(andragogy)** that are different from the assumptions about child learners (pedagogy). In 1984, **Knowles** added the 5th assumption.

1. **Self-Concept :** As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. **Adult Learner Experience :** As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. **Readiness to Learn :** As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
4. **Orientation to Learning :** As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.

5. Motivation to Learn : As a person matures the motivation to learn is internal.

In 1980, Knowles made 4 **assumptions** about the **characteristics of** adult learners **(andragogy)** that are different from the assumptions about child learners **(pedagogy)**.

2. Social Characteristics

Social Learning theory combines **Cognitive learning theory,** which posits that learning is influenced by psychological factors, and behavioral learning theory, which assumes that learning is based on responses to environmental stimuli. Psychologist Albert Bandura integrated these two theories in an approach called social learning theory, and identified four requirements for learning—**observation (environmental), retention (cognitive), reproduction (cognitive), and motivation (both)**.

Social Learning relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are grouped structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, etc.

Refer to the idea that knowledge is derived from the interaction between individuals and their environment. Construction is not related only the external world nor to working of the mind, but "knowledge reflects the outcomes of mental contradiction that result from one's Internal and External Factors.

Characteristics Social adult learning

- Modeling behavior after that of older students, not necessarily that of parents and other adults
- Experimenting with ways of talking and acting as part of searching for a social position with peers.
- Has more interest in relations with the opposite sex, but same sex friendships dominate
- Needs frequent reinforcement that significant adults including parents care
- Diminishes family allegiances and strengthens peer allegiances but still strongly dependent upon parental values
- As interpersonal skills are being developed, fluctuates between a demand for independence and a desire for guidance and direction characteristics
- Seeking approval of peers and others with attention-getting behaviors
- Needs moderate amounts of time alone, in order to regroup and reflect on daily experiences
- Wants identification with adults but not always willing to accept their suggestions
- Shows concern for oppressed groups
- Shows willingness to work and sacrifice for social rewards
- Tests limits of acceptable behaviors
- Is frightened by new settings, including school
- Exploring questions of racial and cultural identity and seeking peers who share the same background.

Social Learning Theory, theorized by **Albert Bandura,** posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between **behaviorist and cognitive learning theories** because it encompasses attention, memory, and motivation.

Social learning theory explains human behavior in terms of continuous reciprocal interaction between **cognitive, behavioral, an environmental influences.** The component processes underlying observational learning are:

(1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement),

(2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal),

(3) Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback,

(4) Motivation, including external, vicarious and self-reinforcement.

3. Cognitive Characteristics

Cognitive abilities are aspects of mental functioning, such as memorizing and remembering; inhibiting and focusing attention; speed of information processing; and spatial and causal reasoning. Individual differences between people are measured by comparing scores on tests of these mental abilities. Tests of general intelligence, such as the Wechsler Adult Intelligence Test, are based on a broad sample of these mental ability tests, and measures of aptitudes for learning in specific instructional domains, such as mathematics, or language learning, are based on a narrower sampling of the domain-relevant abilities.

Cognitive development induces capacity for abstract thinking around age 11 years and older at the formal operational stage. The adolescent reasons much like scientist, searching for solutions in the laboratory. Concrete things and events are no longer required as objects of thought. Intellectual growth takes place with moral reasoning and arguments with parents, teachers and friends.

Characteristics

Three levels Cognitive Characteristics which changes as the development takes place to become mature adult being

Level-I : Pre-conventional Maturity (age 4 to 10 years)

At the pre-conventional of adolescence, cognitive abilities are dominated by concrete thinking, egocentrism, and impulsive behavior. The ability to engage in abstract reasoning is not highly developed in most young teens, limiting their capacity to comprehend nutrition and health relationships.

Level-II : Conventional Morality (age 10 to 13 beyond)

Middle adolescence is characterized by growth in emotional autonomy and increasing detachment from family. The bulk of physical growth and development is completed during this stage, however body image concerns may continue to be a source of trepidation, especially among males who are late to mature and females who have experienced great changes in body composition and size. Conflicts over personal choice, including food choices, become increasingly common during this stage of adolescence. Peer groups become more important than family and their influence with regard to making food choices peaks. Coinciding with the increased importance of peer acceptance, the initiation of health compromising behaviors such as smoking, alcohol consumption, using street drugs, and engaging in sexual activities often occurs during middle adolescence.

Level III: Post-conventional (Early adolescence, or not until young adulthood, or never)

The late stage of adolescence is characterized by the development of a strong personal identity. Biological growth and development has concluded among most teens and body image issues are less common. Older adolescents are able to manage increasingly sophisticated social situations, are able to suppress impulsive behaviors, and are less affected by peer pressure. Economic and emotional dependence upon family is markedly decreased and conflict over personal issues, such as food choices, also decreases. Relationships with a single individual become more influential than those with a group of peers as a stronger sense of personal identity emerges.

Morality of contract, of individual rights, and of democratically accepted law People think in rational terms, valuing the will of majority and welfare of society. Morality of universal ethical principles, People do what they, as individuals think is right, regardless of legal restrictions and opinions of others.

4. Emotional

Emotional changes during adolescence are observed and result into frequent mood swings. Adolescents move from relationship with family members to relationships with society members outside the family. Understanding and control of emotions is slowly beginning. Many times it result into confused behavior.

Emotional the terminology used to classify associated disorders, such as serious emotional disturbance and mental health disorders, resist easy and precise definition and identification. Emotional is an umbrella term for a group of social and emotional function disorders that limit students' social, academic, and vocational success.

Characteristics

- Relates self-esteem and self-concept to degree of physical development
- Questions whether he or she is normal as related to physical appearance and development
- Begins to deal with and understand nuances and "shades of gray"
- Experiences simultaneous emotional conflicts
- Exaggerates responses to anything with sexual implications
- Seeks to sort fact from folklore in regards to sexual development
- Desires attention, sometimes without regard to how it is secured
- Shifts moods rapidly
- Can become rebellious toward adults
- Is easy to offend, sensitive to criticism
- Believes adults do not understand
- May be inconsiderate of others
- Shows optimism, hope for the future
- Displays prankish sense of humor
- Values direct experience in participatory democracy
- Observes flaws in others easily but slow to acknowledge own faults
- Believes personal problems, experiences, and feeling are unique to self

Researchers disagree in their explanations of the development and time of emergence of discrete negative emotional expressions. Consistently with the view that infants express negative emotions in early infancy, scientists have shown that infants perceive and respond differentially to the negative emotional expressions (e.g., sadness, anger) of others by the age of four months.

2.7 Individual Difference

An effective and productive learning-teaching process can be planned by considering these individual differences of the students. Since the learners' own learning speeds and interests vary, these characteristics should be taken into consideration by the teacher.

According to research findings, half of interviewed science teachers stated that individual differences are important for determining the learning styles of students. Again, half of the teachers emphasized that students identify their individual differences with the help of tests, home works and activities during the teaching and learning process.

Teachers also stated that in order to design the learning-teaching process appropriate to the individual differences of the learners, the learners would make active participation in the lesson and the individual differences could be supported by increasing the experiment and school trips.

Individual differences in students are personal differences specific to each student. Individual differences include variables such as **physical characteristics (height, weight), intelligence, interest, perception, gender, ability, learning styles and personality traits.**

The lack of knowledge on such differences amongst students may cause students not to participate in the learning-teaching process and thus academic failure. Discipline problems in the class can be reduced when the students are directed to meaningful activities and directed to their own interests and abilities. In addition, the influence of the students on the student and the socialization of the student have a very important place in the classroom method.

According to the characteristics of Good and Power (1976), students are divided into five categories. These are,

(A) **Successful Students** are students who tend to learn, are academically successful and prone to cooperate. Participate in the course, bringing very little discipline problem by fulfilling homework and activities.

(B) **Social Students** are the type of students who have less homework or activity orientation for more people. They prefer to engage in activities that have the capacity to achieve but socialize with their friends.

(C) **Dependent Students** are the type of students who need more teacher support and motivation. They often need additional clarification and help. They may be excluded by their classmates because the dependent students may be socially immature.

(D) **Alienated Students** are the type of students who are reluctant to learn and have the potential to leave the school. Some of these students refuse to even come to school. Some of these kinds of students can create hostile attack and challenge problems.

(E) **Phantom Students** are the type of students who are not recognized or heard in the class. Some of them are shy, some are nervous, some are quiet. They do the activities regularly, but they rarely participate in group work because they are not volunteers.

As can be seen in these categories, the classroom environment does not consist of uniform personalities, but rather an environment with many individual differences. Therefore, in such a multi-disciplinary learning environment, passing the same learning-teaching process to all students alike will affect the success of students negatively. The role of the teacher is to observe his / her students and to reveal the individual differences that exist in them and to arrange the learning environment accordingly.

Classification of individual differences identifying the individual differences and classifying them is a complex task because the differences or the characteristics are abstract phenomena. The main difficulty is that it is not feasible to identify, observe, assess and identify directly such qualities as aptitude, motivation, or anxiety.

Hawkey (1982) has divided individual difference : **'affective, cognitive and ability factors'**

Ellis (1985) classifies the individual differences into two broad categories:

(1) Personal factors

(2) Social factors

1. Personal factors

As personal factor, like attitude, are very much subjective they are identified and assessed by examining the learners' diaries, and by the use of questionnaires and interviews.

Personal factors have **social, cognitive, and affective** aspects language.

- **Social aspects** are external to the learners. These also relate to the relationship between the learners and other speakers of their own language.
- **Cognitive aspects** are concerned with the problem solving strategies used by the learners of the second language.
- **Affective aspects** concern the emotional responses aroused by the efforts to learn the second language.

Personal factors are grouped together under three type.

i. Group dynamics
ii. Attitude to teacher and course materials
iii. Individual learner techniques

2. General factors

All learners have general factors which are social, cognitive, and affective in nature. It is the responsibility of the teacher to assess the extent to which these factors are present or the manner they are realized. General factors of individual differences comprise the following factors:

(i) Age
(ii) Aptitude
(iii) Intelligence
(iv) Cognitive style
(v) Motivation
(vi) Attitude
(vii) Personality

An effective and productive learning-teaching process can be planned by considering these individual differences of the students. Since the learners' own learning speeds and interests vary, these characteristics should be taken into consideration by the teacher.

The teachers emphasized that students identify their individual differences with the help of tests, home works and activities during the teaching and learning process. Teachers also stated that in order to design the learning-teaching process appropriate to the individual differences of the learners, the learners would make active participation in the lesson and the individual differences could be supported by increasing the experiment and school trips.

In the process of learning-teaching, it is necessary for the teacher to plan learning by taking these individual differences into consideration. When planning teaching, it is more likely that a plan based on the learning style and speed of the students, rather than the collective instruction, will lead to a more efficient learning environment.

Sample Questions With Solutions

1. A person can enjoy teaching as a profession when he

(A) Has control over students

(B) Commands respect from students

(C) is more qualified than his colleagues

(D) is very close to higher authorities

2. A good teacher must be

(A) Resourceful and autocratic (B) Resourceful and participative

(C) Resourceful and authoritative (D) Resourceful and dominant

3. Which one of the following is a scaled down teaching situation ?

(A) Macro teaching (B) Team teaching

(C) Cooperative teaching (D) Micro teaching

4. CLASS stands for

(A) Complete Literacy and Studies in Schools

(B) Computer Literates and Students in Schools

(C) Computer Literacy and Studies in Schools

(D) Centre for Literacy and Studies in Schools

5. Which of the following set of statements represents acceptable propositions in respect of teaching learning relationships ? Choose the correct code to indicate your answer.

(i) When students fail in a test, it is the teacher who fails.

(ii) Every teaching must aim at ensuring learning.

(iii) There can be teaching without learning taking place.

(iv) There can be no learning without teaching.

(v) A teacher teaches but learns also

(vi) Real learning implies rote learning.

Codes :

(A) (ii), (iii), (iv) and (v) (B) (i), (ii), (iii) and (v)

(C) (iii), (iv), (v) and (vi) (D) (i), (ii), (v) and (vi)

6. **Assertion (A) :** Learning is a life long process.

Reason (R) : Learning to be useful must be linked with life processes.

Choose the correct answer from the following code :

(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(C) (A) is true, but (R) is false.
(D) (A) is false, but (R) is true.

7. Which of the following factors does not impact teaching ?
(A) Teacher's knowledge
(B) Class room activities that encourage learning
(C) Socio-economic background of teachers and students
(D) Learning through experience

8. Which is different way of teaching ?
(A) instructor-centered activity (B) learner-centered activity
(C) Both (A) and (B) (D) None of these

9. Teachers should study educational philosophy because.
(A) They do not know it.
(B) They do not have their own philosophy
(C) Philosophy is the backbone of all discipline
(D) They may improve their work by clarifying their own philosophy

10. Which reason makes a teacher more disliked by the students ?
(A) Lack of Knowledge about subject
(B) Discriminatory treatment
(C) Bad Handwriting on board
(D) Late comer to class

ANSWER KEY

1	2	3	4	5	6	7	8	9	10
B	B	D	C	B	A	C	C	D	A

SOLUTIONS

1. (B) Commands respect from students.

2. (B) Resourceful and participative.

3. (D) Microteaching can also defined as a teaching technique especially used in teachers' pre service education to train them systematically by allowing them to experiment main teacher behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes.

4. (C) In collaboration with the Central Government and Government of Maharashtra, a software and hardware development company based in Pune called Growell Information India Private Limited is providing educational software to rural schools in Maharashtra, India. Growell's goal is to contribute to implementing information technology (IT) literacy programmes through its educational software, thereby empowering children as well as rural dwellers with IT skills. Its ultimate aim is to help bridge the digital divide.

5. (B)
- When students fail in a test, it is the teacher who fails.
- Every teaching must aim at ensuring learning.
- There can be teaching without learning taking place.
- A teacher teaches but learns also

6. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).

7. (C) Socio-economic background of teachers and students

8. (C)
- Teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission.
- Teaching as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: teaching as assisted knowledge creation.

9. (D) Teachers May improve their work by clarifying their own philosophy and by going through educational philosophy they will be more able in clarifying the concepts of the students.

10. (A) Lack of Knowledge about subject.